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ABSTRACT

This document articulates the directives of the American Association of Colleges and Universities (AASCU) in achieving its major goal of providing citizens with equal opportunity for access to a college education. Based on the policy directives of the AASCU Board of Directors and the recommendations of the Council of State Representatives, the policy agenda focuses on four major issues: educational opportunity and achievement; higher education finance; economic and community development; and international policy issues relating to AASCU institutions. Major AASCU's priority directives include: (1) providing policy analyses on student aid issues and promoting balanced financial support to encourage greater participation by disadvantaged students underrepresented in college enrollment; (2) seeking alternate ways to fund public higher education; (3) advocating public responsibility for the support of education; and (4) supporting proposals to increase or reallocate funding that may benefit AASCU's students and institutions. Helping public colleges and universities identify, plan, implement and evaluate processes to address and solve local, regional, state and national economic problems has been identified as an economic and community development priority. International priorities include supporting Title VI of the Higher Education Act of 1965, with increased emphasis on internationalizing the campus and curriculum at AASCU's member institutions. (LPT)

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Public Policy Agenda 1991

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The modern, comprehensive state colleges and universities comprising the American Association of State Colleges and Universities (AASCU) share common roots and characteristics. With more than 370 member institutions enrolling 2.5 million students, AASCU institutions provide higher education opportunity to one of every five students in American higher education. AASCU institutions annually graduate:

- *one-third of our nation's bachelor's degree recipients*
- *more than one-quarter of its master's degree recipients*
- *6 percent of all doctorates, and*
- *more than one-half of America's teachers.*

AASCU's Commitment

This agenda is derived from the policy direction of the AASCU Board of Directors, shaped by the recommendations of the Council of State Representatives, and focused on the four issues of educational opportunity and achievement, higher education finance, economic and community development, and the international dimensions of AASCU institutions. The Office of Governmental Relations, in conjunction with AASCU's three new programmatic centers and the Office of International Programs, will endeavor to sustain national momentum in implementing these priorities and to provide a sharper focus and more visible platform for them.

For 1991, special attention is directed to the reauthorization of the Higher Education Act of 1965, due for completion September 30, 1991, unless extended for another year. The Council of State Representatives is reviewing and recommending specific changes to the Act to guide AASCU in presenting its changes to Congress.

Federal and state budget restrictions make it difficult to sustain the level of funding increases in 1991 for new programs or sizable increases in budget allocations in 1992. Recognizing these constraints, AASCU, when possible, will advocate policies that reallocate, realign, or reconfigure existing programs and funding as well as propose new funding for high-priority programs that benefit students of AASCU institutions.

Educational Opportunity and Achievement

Enhancing educational opportunity and achievement is the driving force behind many of AASCU's reauthorization recommendations. Advocated strategies encompass but are not limited to: (1) providing policy analyses on student aid issues and promoting balanced financial support to encourage greater participation by disadvantaged students under-represented in college enrollments; (2) opposing significant shifts in federal and state education funding allocations; (3) supporting the implementation of National Education Goals; and (4) supporting proposals to increase or reallocate funding that may benefit AASCU students and institutions. AASCU will attempt to implement the policy positions described in this statement through a concerted effort involving its member institutions, programs, workshops, and special projects, and by communicating AASCU institutions' purposes to the media, policy makers and organizations.

Priority Directives

◆ Support programs and funding incentives that help identify and encourage minority students in grades 7-12 to aspire to and prepare for careers in elementary and secondary school teaching.

◆ Propose changes to the Higher Education Act of 1965 as part of its reauthorization scheduled in 1991, and advocate federal legislation consistent with the Higher Education Act to provide direct assistance and support services to students—especially to encourage disadvantaged students to graduate from high school prepared to pursue and complete a college education.

◆ Advocate increased funding for, and stimulate federal, state and local interest in, student special services [TRIO] programs aimed at reaching junior and senior high school students who would not otherwise aspire to higher education, who have been discouraged from attending college because of misinformation about costs or lack of financial assistance, or who need developmental skills services to attain the required level of achievement while attending public colleges and universities. Dramatically increase funding of pre-college TRIO programs (Upward Bound, Talent Search, Educational Opportunity Centers), with emphasis on expanding summer programs and involving a broader array of institutions, such as community-based organizations.

◆ Establish a new project grant program with state education entities to give junior and senior high school

“ It is the responsibility of AASCU institutions, as the nation’s primary source of teachers, to exercise leadership in achieving the National Education Goals established by the nation’s governors and the President. The education of our nation’s teachers is critical to the success of our nation’s students as they seek to pursue and attain these goals. AASCU institutions are committed to strengthening the pre-service and in-service education of teachers that is essential to the attainment of the goals by the year 2000 or soon thereafter. ”

students an early assessment of their eligibility for student aid and to give them counseling, career planning, and other services to encourage their aspirations for higher education. Such projects should link higher education with the secondary schools, social service agencies, and business and labor.

◆ Give the Fund for the Improvement of Postsecondary Education expanded authority to fund models of early intervention programs to identify and disseminate factors that contribute to successful programs.

◆ Establish a line item in the Department of Education budget for a national effort to publicize the importance of postsecondary education in long-term career planning, the availability of student aid, and the need for completing high school courses to meet college requirements.

◆ Expand the Special Services program to meet the needs of more at-risk students (the program currently serves only 10 percent of those eligible), and expect of all institutions that they provide a designated minimum of special services to at-risk students as a condition for federal program eligibility.

◆ Improve the student financial aid delivery system by establishing clear principles for its design, clarifying the accountability of the Education Department for the management of the system, identifying federal funding sources for all recipients, establishing performance criteria to determine required levels of institutional regulation, and developing a simplified, single application form.

◆ Modify the financial need analysis system to improve the equity of the formulas for and definitions of independent students, establish the appropriateness of base-year vs. estimated-year income in determining the student contribution, ensure greater equity in the treatment of assets, achieve greater consistency in the use of professional judgment, and develop a simplified need analysis for all Title IV programs.

◆ Advocate and support continuing adult postsecondary education to expand access to education and training for adults to engage in furthering lifelong educational opportunities.

◆ Establish permanent federal legislation and funding that recognizes the diverse student mix of full-time and

part-time enrollments in AASCU institutions and extends student financial assistance on a full-parity basis to part-time students.

◆ Increase funding for Pell Grants and Educational Opportunity Centers. This would improve both the amount of aid and the extent of outreach available to older part-time students.

◆ Expand the flexibility allowed institutions in transferring funds between Supplemental Educational Opportunity Grant (SEOG) program and College Work Study from 10 percent to 25 percent. This would permit institutions to better assist part-time and independent students having dependents. In conjunction with this flexibility, make more money available for campus-based programs by increasing the matching requirement from the current 15 percent for Supplemental Educational Opportunity Grant to 30 percent, consistent with the match required for College Work-Study. This would increase the amount of student aid available even if federal funding does not increase.

◆ Expand current authorities for support of adult learners and cooperative education programs (Title I, Title VIII).

◆ Advocate federal legislation that shifts the current imbalance of student financial aid funding away from a reliance on loans during a student's first year in college: consider policy changes that could better provide aid in the form of grants and work-study funds during the first year; support proposals to curtail the award of supplementary loans to first-year students; and explore new proposals that restrict subsidized first-year guaranteed student loans by phasing in loans as needed after the student becomes academically established.

◆ Establish a mechanism to ensure regular increases in the Pell Grant maximum. Such a mechanism should have the following characteristics:

- It should achieve a substantial initial-year funding increase in the maximum Pell award to repair the erosion of its value because of inflation and to reduce or eliminate borrowing for many students, particularly high-risk students, early in their postsecondary program.
- It should ensure annual increases in the maximum award, based on a designated inflation index.

"Nearly one-third of America's students attending four-year, public colleges and universities are over 23 years of age, and their number is projected to surpass 50 percent in the next decade. Nearly two-thirds of all students over age 23 attend institutions on a part-time basis. To recognize this rapidly changing composition of our student population, AASCU will require a public policy agenda that employs new approaches, considers alternative resources, and has greater flexibility in the years ahead."

◆ Revise the Pell Grant formula to make it more sensitive both to cost of attendance and family income:

- It should include formula changes that remove the current inequitable treatment of low-income students attending low-tuition institutions.
- For individual awards, it should establish more realistic living allowances for computing individual awards, and some recognition for the additional tuition costs for higher-priced institutions.
- It should pro-rate grants to students in short-term vocational programs, in recognition of the greater time and expense required for collegiate degree programs.

◆ Increase funding for the Supplemental Educational Opportunity Grant program and review the allocation formula to ensure equity and effectiveness. This would provide more assistance to needy students and give institutions more flexibility to package assistance according to individual student needs.

◆ Amend the existing State Student Incentive Grant program to authorize federal matching funds for a new purpose: encouraging state initiatives that guarantee needed assistance to elementary and secondary students from low-income families to allow them to attend institutions of higher education upon successful completion of high school.

◆ Expand funding for the College Work-Study Program so that students have a practical option of substituting work for all or part of their loan eligibility, and review the allocation formula to ensure its equity and effectiveness. This would give students an alternative to assuming greater debt. Recent research has linked campus jobs to academic persistence.

◆ Amend the Perkins and Stafford Loan Programs to include "low-income insurance" options to permit flexible repayment for borrowers who have low incomes after graduating or dropping out of postsecondary education.

◆ Require lenders to provide graduated repayment schedules for all borrowers. This would ensure that borrowers have more flexible payment schedules for the early years of repayment (when incomes tend to be low).

◆ Expand the Perkins Loan Program with additional capital contributions, review the allocation formula to ensure its equity and effectiveness, and provide second-

“ To increase the investment made by America in education and to make the dividends widely available, AASCU must promote a clear and visible partnership between educational practices and public policies. AASCU’s 1991 Public Policy Agenda reflects this partnership. ”

ary market facilities or loan servicing for institutions that elect not to manage their own portfolios, or institutions with limited administrative capacity. Assuming that the Perkins Loan Program is scored like other federal loan programs under the newly enacted credit accounting amendments to the budget act, only the subsidy will be tracked, making the Perkins program cheaper in the federal budget than commercial lending under the Stafford loan programs.

◆ Increase Stafford Loan limits to reflect rising costs, and provide three tiers of limits: for first-year students; for sophomores, juniors, and seniors; and for graduate/professional students. This would protect needy students from excessive debt in the initial postsecondary year but would provide greater access to subsidized loans as students progress. (Higher limits for graduate students would make it possible to eliminate them from eligibility for Perkins Loans, so that the program could be targeted to the neediest undergraduates.)

◆ Permit institutions with a proven record of financial management and satisfactory default rates to be eligible to lend under the Stafford program; remove the current statutory limitations.

◆ Abolish the Income-Contingent Loan Program, a failed experiment that unfairly exacerbates the debt burden of the lowest-income borrowers. Federal funds could be applied more usefully to expansion and modification of the Perkins Loan Program.

◆ Ease financial need restrictions (such as non-liquid assets) and borrowing limits in the student loan programs.

◆ Raise or remove loan limits from parent loans (PLUS) to give students or parents the option of borrowing up to the level of cost of attendance minus other aid.

◆ Provide higher Pell Grant maximum awards to dependent students and independent students having dependents than to single independent students.

◆ Support improved regulatory and legislative measures to reduce student loan debt burden and to prevent student loan defaults.

◆ Strengthen legislative and regulatory authority for the Education Department to differentiate between collegiate programs leading to a degree and short-term vocational programs. Regulation would be more efficient if targeted to the problems specific to each sector. Data on program recertification and immediate job placement are much more critical for students enrolling in short-term vocational programs.

◆ Replace the definitions of eligible institutions in the Higher Education Act with new definitions that differentiate only between collegiate degree-granting institutions and vocational programs of less than two years.

◆ Eliminate from eligibility for Title IV all those home study schools and vocational programs that offer a course of instruction of less than 600 clock hours and are now eligible for Stafford loans.

◆ Strengthen existing laws and regulations concerning:
- *Institutional eligibility and accountability requirements.* (For example, mandate the provision of consumer and financial information, minimum requirements or certification for financial aid personnel, sharing of information by all oversight bodies; restrict abuses of branching and accreditation-jumping.)
- *Accrediting bodies.* (For example, require an assessment of outcomes for short-term vocational programs; require timely sharing of information by accrediting agencies and state licensing agencies. Regional accrediting agencies should be encouraged to develop two-track accrediting processes, with different standards for collegiate degree-granting and short-term vocational programs. Accrediting agencies should be required to establish the minimum length for short-term vocational programs. The Department of Education should be authorized to decline recognition of an agency or institution recognized by the Council on Postsecondary Accreditation (COPA) for purposes of eligibility for federal funds, etc.)
- *Responsibilities of the Education Department.* (For example, require stricter financial review of institutions prior to their certification and periodic recertification for Title IV eligibility; require in-depth management reviews of institutions with specific management problems; and require stricter standards for recognition of accrediting agencies.)
- *State licensing standards.* (Require a determination by the Secretary of Education that the state in which

any Title IV-eligible institution is located has established standards and procedures to guard against fraud and abuse.)

◆ Support legislation requiring the Department of Education to undertake an annual evaluation of, and report on, the nature and extent of regulatory and administrative problems in the student aid programs, with an analysis of the extent to which they occur in different types of collegiate degree-granting and short-term vocational institutions.

◆ Support legislation to authorize the Department of Education to: differentiate regulatory requirements so that they can be targeted to the most serious problem area; to make demonstration grants to test methods of outcomes-tested accountability and to support innovative ways of meeting federal regulatory objectives; and to add performance standards to Program Participation Agreements for institutions identified as problem schools.

◆ Support legislation that requires all institutions to submit audited financial statements certified by an independent accountant for their two most recent fiscal years, and an interim report on their current financial condition, as a prerequisite to certification or recertification of eligibility to participate in federal programs. The Department should be authorized to deny certification or recertification to institutions that do not meet the financial responsibility tests outlined in existing regulations.

◆ Advocate increased funding for developing institutions through Title III of the Higher Education Act, and stimulate federal interest in restructuring the program to allow for a more equitable mix of funding between two-year and four-year institutions.

◆ Eliminate the community college set-aside in Title III and require a comprehensive Title III program evaluation.

◆ Double the funding for current Title IX fellowship and training programs awarding support to the most promising students and the most productive departments and programs through merit-reviewed national competitions.

◆ Expand and modify the Harris Public Service Fellowship program to provide grant support for a broader set of fields than those currently funded and to include fields in which the master's degree is typically the highest

degree offered and in which subsequent careers serve valuable public purposes but provide modest earning potential.

◆ Provide incentives for students in master's programs who elect to continue in doctoral programs. Such incentives might take the form of forgiveness of loans incurred during master's study by students who promise to pursue a doctoral program or a master's grant program.

Other Directives

◆ Stimulate federal and state interest in creating new programs that will provide incentives for parents and families to save for their children's education but will not diminish the state's responsibility to support public colleges and universities that provide affordable education to their citizenry.

◆ Support and strengthen existing teaching, research, and service programs at public colleges and universities for minority students and non-native-speaking citizens, and target funding for programs that increase the participation of disabled and minority students.

◆ Advocate increased funding and technical support for the nation's historically black public colleges as well as those institutions with large numbers of Hispanic and Native American students.

◆ Support rational, non-intrusive legislation to improve the quality of student life on campus, including campus security, measures to combat racism, and support for drug and alcohol education and rehabilitation.

◆ Advocate federal and state funding incentives and recommendations that may emanate from the National Education Goals—recommendations that demonstrate cooperation and collaboration between school systems and higher education, especially concerning teacher education reform.

◆ Advocate the importance and increased support for diversifying teacher education through the development and implementation of special programs for recruiting and retaining minorities.

◆ Advocate the expansion of federal funding to meet the authorized levels contained in the recently enacted Na-

tional Science Foundation Authorization Act of 1988, especially for the Academic Research Facilities Modernization Program. Support additional state funding to assist AASCU institutions in constructing, renovating, or improving undergraduate science and engineering institutional facilities and in upgrading or replacing obsolete equipment.

◆ Advocate the science education recommendations in the recent AASCU report, *Formula for Reform*, especially those concerning support for: doubling the National Science Foundation (NSF) budget in the next five years without jeopardizing funding for student aid and other federal program priorities advocated by AASCU; revising the distribution of funds in NSF between research and education, with a two-thirds share for research and related activities and a one-third share for science and engineering; and consolidating undergraduate programs and funding within the Undergraduate Science Engineering and Mathematics Education (USEME) Division of Science Engineering and Education (SEE).

◆ Support the development of the nation's capability in research and science on a broad geographical base. (AASCU should serve as a dominant voice in broadening the participation of this capability.) Seek additional federal and state resources to mobilize these resources to stimulate public awareness.

◆ Advocate a broadening of eligibility within the National Science Foundation, National Institutes of Health, and other similar agencies supporting undergraduate research and health professions programs to allow higher numbers of faculty at AASCU institutions to compete for funding.

◆ Cooperate with the military in expanding educational opportunities for men and women in the armed services through tuition assistance programs and the Montgomery GI Bill. Advocate funding for the support of education, counseling, and job placement that is likely to be needed when the Department of Defense triggers military downsizing. Support federal, state, and institutional policies that help servicemembers complete programs that have been interrupted as a result of an unexpected call to active duty.

◆ Strengthen federal and state support of public education at all levels, with a special emphasis on programs

that add to the supply of teachers, promote curriculum reform, and enhance teaching and learning effectiveness. Toward this end, support such initiatives as federal demonstration grants to higher education institutions.

◆

Higher Education Finance

Priorities and activities selected to enhance higher education policy and finance encompass both federal and state finance issues. These include but are not limited to: (1) analyzing and communicating trends and issues affecting the financing of state-assisted public institutions; (2) advocating public responsibility for the support of education; (3) seeking alternate ways to fund public higher education; (4) promoting effective use of funds and assessing ways to ensure academic quality and cost effectiveness in public colleges and universities in the states; supporting provisions of the tax code that act as incentives to AASCU students and institutions; and assisting state legislative and executive staffs, and other associations engaged in the study of state higher education issues, especially in issues relating to the critical mix of state and federal funding of public colleges and universities.

Priority Directives

◆ Reaffirm to state policy makers the central role of public colleges and universities in serving state and local governments as they address critical public policy problems and issues.

◆ Advocate sufficient funding at the state level to public institutions to maintain the low tuition principle: making tuition affordable so that more citizens can avail themselves of the opportunity for a college education.

◆ Encourage the direct involvement and cooperation of AASCU members in the national agenda stimulated by the Education Summit and the National Education Goals established by the nation's governors and the President.

◆ Assist in the implementation of the National Education Goals, and support efforts to ensure academic quality and cost effectiveness in public colleges and universities that recognize and foster institutional accountability.

◆ Promote professional leadership in the field of teacher preparation, and take the initiative in the training and education of the nation's teachers.

◆ Advocate a reexamination of tax code barriers affecting government bonds and other tax-exempt financing vehicles that act as disincentives to the financing of construction and renovation projects at AASCU institutions.

◆ Resist further erosion of the federal deduction for state and local property and income taxes, two significant sources of funding higher education in the states.

◆ Promote provisions in the federal tax code that will serve as incentives for private giving to higher education institutions.

◆ Resist further erosion of federal tax code benefits for students: advocate continuing the current exemption of students from employment taxes and the current exemption of tuition amounts of scholarships and fellowships; advocate an end to taxation of scholarships and fellowships for foreign students attending U.S. universities.

◆ Advocate a permanent extension in the tax code of tax-free tuition benefits for employees who enroll in college-level undergraduate and graduate courses under the employee education assistance program.

◆ Advocate a policy, which can be addressed in possible changes to the federal unrelated business income tax law, that does not disadvantage state institutions in their need to meet the demands of their unique student population or to engage in other necessary self-supporting activities usually expected of public colleges and universities.

◆ Oppose the implementation of restrictive statutory language at the state level regarding college and university enterprises that would inhibit the legitimate provision of educational services to students and faculty, such as continuing education and the sale of computers for educational purposes.

◆ Stimulate federal and state interest in funding academic facilities to contain and reverse the consequences of deferred maintenance and to prepare for new enrollment increases expected in the next decade.

◆ Advocate increased funding levels for Title VII of the Higher Education Act of 1965 especially for areas identified as those of greatest need. Current estimates indicate

an urgent need to repair or replace 20 percent of campus plant facilities at a cost of $60 billion.

◆ Advocate and support programs that would bring the latest technology and networking opportunities to all AASCU-member institutions.

Other Directives

◆ Advocate the direct involvement of AASCU members in the policy-setting processes of major state-based and regional associations that affect state colleges and universities, including the National Governors' Association, the Education Commission of the States, the National Conference of State Legislatures, and the State Higher Education Executive Officers.

◆ Document and promote the importance of higher education to the health, vitality, and well-being of the states by encouraging them to expand their investment in public colleges and universities.

◆ Help the diverse constituencies of public colleges and universities recognize the vital importance of institutional autonomy and the critical link between that autonomy and the development and preservation of a high quality of public higher education, emphasizing that there is no single best governance or coordinating structure that works for every state.

◆ Examine the use of state funding formulas and processes that are both flexible and fair and that recognize the role of enrollment patterns in public colleges' institutional mission, such as the number of part-time students.

◆ Identify innovative ways of generating voluntary support for public higher education from external sources—alumni, grants and foundations, and business and industry.

◆ Stimulate interest in activities that help state policy makers recognize changes in roles, missions, and traditional constituencies of public colleges and universities, and encourage more flexible policies and creative financial incentives to better meet the changing needs of the states and regions.

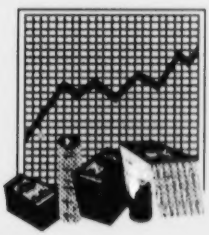
◆ Support and strengthen the use of campus-based student outcomes assessment programs at public colleges and universities to demonstrate accountability to

state governments, and do so in a way that contributes positively to statewide or systemwide student assessment mandates.

◆ Advocate changes in state regulations to make it easier for public colleges and universities to attract and perform economic development functions, and advocate a removal of unnecessary obstacles that prevent their broad-based community involvement in economic development and the public sector.

◆ Advocate incentives for business and industry to develop training programs that prepare employees for international trade and business.

Economic and Community Development



Priorities and activities selected to enhance economic and community development encompass but are not limited to: (1) helping public colleges and universities identify, plan, implement and evaluate processes to address and solve local, regional, state, and national economic problems; (2) helping identify specific and central roles for AASCU institutions by developing guidelines and models for economic and community development; (3) promoting a vital link with community colleges; (4) assisting AASCU institutions in becoming full partners in efforts to improve social, economic, political, physical and cultural environments in the regions they serve; and (5) promoting the educational preparation of displaced persons in the community so that they can participate in the economic growth of their communities, regions, states, and the nation.

Priority Directives

◆ Advocate the strengthening of relationships and collaboration between teacher preparation programs and local school districts and industry.

◆ Advocate the priority of improving the quality of education within public school districts in cities, small towns, and rural areas through increased collaboration between state colleges and universities, local school boards, and districts.

◆ Promote the importance of and develop strategies for recruiting public school teachers for small town, agricultural and remote school districts.

Other Directives

◆ Advocate federal and state interest in providing incentives for college students to engage in public-service careers and community service.

◆ Seek an enlarged role for AASCU institutions in the initial planning of state-level economic development activities.

◆ Support the funding of economic development programs that will harness creative talents contributed by academic and business partners, and advocate that these developmental efforts be funded in a manner that focuses on small business development and utilization of the most appropriate public colleges and universities.

◆ Stimulate and redefine interest in university public-service activities through urban and rural area studies programs that correspond directly to national or regional agendas.

◆ Stimulate interest in, and funding for, active collaboration and cooperation among all sectors of the education and public-service communities in support of rural revitalization activities, such as economic development programs and the delivery of distance learning programs.

◆ Strengthen public perceptions and increase awareness about AASCU institutions' rural and urban programs on a regional and national level.

◆ Advocate funding for urban public universities that helps advance academic programs and basic and applied research, and involves urban universities more deeply in the economic, cultural, and social lives of their cities.

◆

International Policy Issues

Priorities and activities selected to strengthen the ongoing international dimensions of AASCU institutions include but are not limited to: (1) increasing minority and disadvantaged participation in international exchange programs; (2) supporting Title VI of the Higher Education Act of 1965, with increased emphasis on internationalizing the campus and curriculum at AASCU institutions; (3) establishing a National Endowment for International Education to increase the quantity and improve the quality, of teaching and learning about attitudes, perspectives, subjects, and skills that enhance the full range of international understanding; and (4) promoting joint

ventures between AASCU institutions, state and federal governments, and multinational corporations to expand and improve AASCU institutions' contribution to international understanding and world peace.

Priority Directives

- Advocate, pursue, and implement policies and programs that increase the participation of minority and disadvantaged students and faculty in international exchange programs, in historically black and Hispanic colleges and universities and in majority white institutions.

- Support the reauthorization of Title VI of the Higher Education Act, but with increased attention to and reallocation of funds for both the undergraduate and graduate programs of AASCU institutions.

- Advocate new legislative authority that provides for study abroad, overseas research centers and programs to train language teachers. Permit grants for study abroad programs closely related to on-campus foreign language curricula (Undergraduate International Studies); permit support for programs abroad, and include the cost of travel in stipends (Intensive Summer Language Institutes); and provide authority for grants to support opportunities for business students to study abroad in locations that are important to the economic well-being of the United States.

- Consider establishing a new national focal point for leadership in the international dimensions of American education—the National Endowment for International Education—which would serve to increase the quantity, and improve the quality of teaching and learning about attitudes, perspectives, subjects, and skills that enhance the full range of international understanding.

- Stimulate federal and state interest in funding incentives for public colleges and universities to assume a national leadership role in internationalizing the curricula across the university, and develop policies and practices that reflect the modern realities of global interdependence and competitiveness.

- Advocate federal and state funding incentives to encourage joint ventures between AASCU institutions and multinational corporations and foreign institutions of higher learning.

◆ Advocate federal and state funding for long-term reciprocal student and faculty exchange programs, in-service education, staff development, area studies, foreign language instruction, and economic development opportunities abroad.

AASCU's Public Policy Challenge for 1991

AASCU institutions have accepted a public responsibility to provide citizens with an equal opportunity for access to a college education. With the resources of students, families, communities, regions, and state and federal governments, the nation has prospered. AASCU's Public Policy Agenda for 1991 is intended to assist state colleges and universities in addressing the goals the public has set for them.

Education can become a top national priority if the public attention it has received during the setting of the National Education Goals is sustained. Specific goals have been set and accepted by the President and the nation's governors. AASCU will support and assist in the implementation of these goals at the federal and state levels. AASCU will also continue to pursue the goals set by the National Commission on the Role and Future of State Colleges and Universities—for example, achieving a rate of at least 35 percent of American adults possessing a college degree by the year 2001, and graduating one million additional public school teachers to meet the anticipated teacher demand during the next decade. This will take commitment, leadership, and resources.

AASCU institutions have earned public trust as leaders in higher education. They have accepted the challenge to assume the primary public role in each of their respective states as centers of higher learning. AASCU's Public Policy Agenda for 1991 is the governing influence in fulling the role of stewardship of America's state colleges and universities.

Questions and comments on this Agenda should be directed to:

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